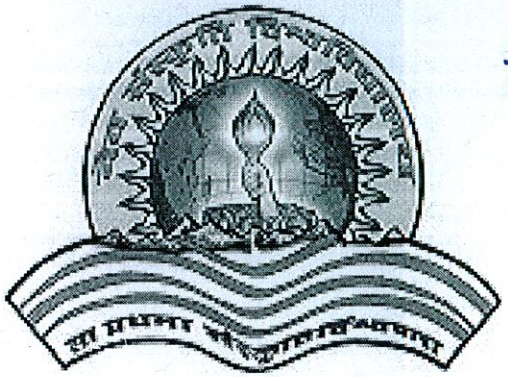
Effects of Spiritual Counseling on Stress & Adjustment Level of College Students

Research Synopsis



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INTRODUCTION

"College life is full of new experience and lots of anxieties"

-Sax (1997)

Modern life is full of hassles, deadlines, frustrations, and demands. For many people, stress is so commonplace that it has become a way of life. Stress isn't always bad. In small doses, it can help you perform under pressure and motivate you to do your best. But when you're constantly running in emergency mode, your mind and body pay the price.

Most of us experience stress at one time or another. Without stress, there would be no life. However, excessive or prolonged stress can be harmful. Stress is unique and personal. A situation may be stressful for someone but the same situation may be challenging for others. For example, arranging a world level symposium may be challenging for one person but stressful to another. Some persons have habit of worrying unnecessarily.

Stress is not always necessarily harmful. Hans Selye said in 1956, *"stress is not necessarily something bad, it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental."* Stress can be therefore negative, positive or neutral. Passing in an examination can be just stressful as failing.

The word **stress** is derived from the Latin word "stringi", which means, "to be drawn tight". Stress can be defined as follows:

i. In medical terms stress is described as, *"a physical or psychological stimulus that can produce mental tension or physiological reactions that may lead to illness."*

ii. According to Richard S Lazarus, stress is a feeling experienced when a person thinks that *"the demands exceed the personal and social resources the individual is able to mobilize."*

iii. According to Hans Selye (1974,p.13) "Stress is the non-specific response of the body to any demand made upon it"

iv. According toBaltas, (1984) "as a situation which threatens a person's physiological andpsychological well-being and the response to this situation".

Stress and College Students

College life can be very stressful. Sometimes parents, faculty and others tend to idealize their college experience and remember it as that idyllic time when they had few worries or responsibilities. To students currently attending college, however, the process is often stressful and frustrating. The competition for grades, the need to perform, relationships, career choice, and many other aspects of the college environment cause stress.

Causes of stress on students:

Causes of stress on students include both positive and negative stress, but we will focus here on the negative causes of stress on students.

* Academics-Alphabetically first among the causes of stress on students is academic pressure. Simply tackling more difficult assignments can demand stress management techniques. It might be wise for teachers to introduce students to this stress with an assignment such as a "Causes of Stress on Students Essay". Requiring students to interview older students and educators, as well as research the Internet on the subject. could help them prepare for the stresses of academic challenges.

* Dating- Student life throughout high school and college is filled with thinking about dating, trying to date, failing to date, and being "dumped". The mating game is filled with eustress, but it also involves distress, and is among the greatest causes of stress on students.

* Environment-The school environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to classes. Those matriculating to tertiary education are challenged with leaving home and establishing a new life in a new setting. Both can cause stress on students.

* Extracurricular- Colleges pressure high school students to engage in extracurricular activities such as choirs, clubs, sports, band, or volunteer work. The presence of these on a student application can go far toward acceptance. Once in college, extracurricular activities still cause stress on students, since their presence on a job application is also an asset.

* Peers- Like dating, peer relationships can provide eustress or distress. As peers apply pressure in regard to dress, behavior, choice of friends or music, and many other areas of life, that pressure can become a huge cause of stress on students.

* Workload- High school workloads, and later college workloads, are heavy for many students. For secondary students planning on tertiary studies, high school grades are important. So is the number of subjects. As a result, students may overload their schedules. In college, where a financial investment has been made, students may overwork to reach their goals and benefit from the money spent. Workloads at either level are causes of stress on students.

* Time Management- A lack of time management also causes stress on students, whether secondary or tertiary. Balancing academics, dating, peer activities, and home life can be difficult. Toss in a part-time job and the challenge increases.

* Parental Pressure- Finally, students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life's other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students.

Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger – whether it's real or imagined – the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction, or the *stress response*.

Your body tries to adjust to different circumstances or continually changing environment around you. In this process, the body is put to extra work resulting in "wear and tear". In other words, your body is stressed. Stress disturbs the body's normal way of functioning.

Sometime we know in advance that doing a certain thing will be stressful, but we are willing to doing that. For example, while planning a vacation to a hill station you know that it would be stressful at certain times. But you are willing to face those challenges.

People often work well under certain stress leading to increased productivity. Many times you do not know in advance and the stress periods may be sudden. The situation may not be under your control. Too much stress is harmful. You should know your level of stress that allows you to perform optimally in your life

Source and Symptoms of Stress -There are four primary sources of stress:

1. **The Environment** - examples include noise, pollution, traffic and crowding, and the weather.
2. **Physiological** - examples include illness, injuries, hormonal fluctuations, and inadequate sleep or nutrition.
3. **Yours Thoughts** - the way you think affects how you respond. Negative self-talk, catastrophizing, and perfectionism all contribute to increased stress.
4. **Social Stressors** - examples include financial problems, work demands, social events, and losing a loved one.

Symptoms of stress:

Symptoms of stress appear in many forms. Some symptoms only impact the person who is directly experiencing stress, while other symptoms may have an impact on our relationships with others. Perhaps you experience some of the examples below when your stress levels are elevated.

Physical Symptoms

- muscular tension
- colds or other illnesses
- high blood pressure

- indigestion
- ulcers
- difficulty sleeping
- fatigue
- headaches
- backaches

Emotional Symptoms

- depression
- anger
- fear or anxiety
- feeling overwhelmed
- mood swings

Cognitive Symptoms

- forgetfulness
- unwanted or repetitive thoughts
- difficulty concentrating

Types of Stress:

The Four Stress Quadrants

- CHRONIC EUSTRESS (Good Stress)
- ACUTE EUSTRESS (Good Stress)
- ACUTE DISTRESS (Bad Stress)
- CHRONIC DISTRESS (Bad Stress)

Compas (1987) differentiated **two types** of stress: **acute and chronic**. He described acute stresses as single events such as a life transition or an uncharacteristic event. Examples would be a first date, sickness, or getting into trouble in school. Chronic stress refers to reoccurring demands such as financial difficulties, academic concerns, or a

disability. Acute stressors can turn into chronic stressors the longer they prevail (Frydenberg, 1997 p. 14). Hammen (1991, 1992) conceptualized a stress-generation model, which focuses on the difference between independent and dependent life events, which cause stress. Independent events are those outside the individual"s control such as a death of a family member. Dependent life events are those in which an individual contributes to in some way such as getting into trouble in school. Previously most literature focused on independent life events that cause stress, but newer research has examined both aspects (Rudolph &Hammen, 1999). Elkind (1998) distinguished **three types** of stressors. The first is ***foreseeable* and *avoidable***in which the individual is aware the stressor is looming but can prevent it from occurring. An example of this type of stress would be taking the lead in a school play or going on a date. The second type is ***foreseeable* but *unavoidable*** in which the individual knows the stressor is imminent but cannot prevent it. Examples of this type would be puberty or a final exam. The last and often most stressful type are ***unforeseeable* and*unavoidable***in which the individual doesn"t know the stressor is coming and cannot prevent it. Examples of this type include car accidents, death of a pet or loved one, or parental divorce (Elkind, 1998).

Adjustment

The earliest definition of adjustment was given by Arkoff (1968) as a person's interaction with his or her environment. Arkoff (1968) further defined college or university adjustment in terms of college achievement which covered students' academic achievement and personal growth. In his approach, the adjusted student is the one who obtains adequate grades, passes in his or her courses, and eventually graduates. Conversely, the maladjusted student is the one, who demonstrates unsatisfactory grades, marginal level of performance in course work, or failing, and shows tendency in dropping out of university or college before graduation. Besides academic achievement, university adjustment also involves the idea of personal growth. An adjusted student is the one who will show good personal growth in terms of non-academic potential with reference to accomplishments outside of the classroom such as in art and music, creativity, and leadership

The term adjustment is often used as a synonym for accommodation and adaptation.Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment. Good (1959) sates that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

Warning Signs of Poor Adjustment

- **Isolation**- It is not healthy to be uninvolved with others & campus activities .Isolation can breed negative thoughts & feelings and may indicate anxiety & depression.

- **Irritability** - Feeling angry toward others may indicate different problems and when ignored, irritability can escalate into many other problems.

- **Poor class attendance** - Attendance in class needs to be a top prioritywhen it is not; It is often due to other problems.

- **Too much partying** - Excessive alcohol & drug use can pervade a student's life & interfere with personal & academic goals.

- **Going home every weekend** - College is a time to develop independence & autonomy

this cannot be accomplished when a student never really leaves homeemotionally.

- **Sleeping and eating poorly** - When physiological processes such as sleep & appetite are disrupted, this may indicate underlying medical/emotional problems. A student cannot function well when the body is not nurtured.

- **Stress** - While some stress is inevitable, prolonged periods of high stress is a serious warning sign .Sooner or later, the body & emotions will begin to break down.

- **Poor communication skills** - Lack of assertiveness in communications with others will produce other problems & interfere with college life.

- **Relationship problems** - Most relationships experience some tension & conflict When there is too much conflict, anxiety & depression may result.

- **Poor concentration** - Academic life requires students to focus & concentrate Students who are distracted are likely to experience problems in adjustment to college demands.

Spiritual counseling:-

Counseling generally refers to a service where a person provides advice or guidance to another person or group. Spiritual counseling refers to such a service when the advice or guidance provided is based on spiritual principles. This does not have to be associated with a major or organized religion. The focus could simply involve connecting the benefits of spirituality with the improvements that a person wants to see in her life.

People generally seek counseling for one of two reasons. First, a person may be trying to overcome one or more problems. These could include substance abuse or depression. Second, the person may want to make some type of change or improvement.

This could include career advancement or spiritual development. In either of these situations, counseling is often a resource that provides guidance and assistance in recognizing obstacles.

The connection between a person and a greater force can produce numerous life benefits. It can help a person to grow and achieve in ways that she previously found difficult or impossible. Spiritual counseling can help people overcome emotional problems such as those caused by bad relationships or abuse.

Spiritual counseling helps a person accomplish her goals by reinforcing ideas that there is a force greater than each individual. Recognizing this often leads a person to also recognize that she may be more successful if she relies upon the greater force instead of believing that she must try to accomplish everything on her own.

Spiritual lectures given by Pt. Shriram Sharma Acharya :

The distinct excellence of Acharya Sharma's approach lies in the fact that he encourages natural escalation of people's bodily, mental, intellectual and spiritual potentials by inspiring their conscious and unconscious minds.... This way, every man and woman can rise consistently from whatever his present level is, by adopting what Acharya Sharma calls – "the art ofliving", and by sincerely following the simple disciplines and practices of self-analysis, self-restrain, self-evaluation and taughtby him in several volumes of the Vangmaya series.
As the collective and continuous motion of waves in an ocean expands beyond every limit, similarly, the collective and progressive endeavors of refinement and elevation pursued by the individuals can lead to the grand awakening and transmutation of collective consciousness along the limitless grandeur of the divine origin of humanity. This is how the currently "unimaginable" objective of resurrection of a bright era, is expected to be achieved in the next millennium.

Spirituality for stress relief:

Stress not only affects our body and corrupts its natural functioning; it also affects our mind and spirit as well. Everyday, each of us goes through stress a number of times mild or severe. We follow our own ways to fight or flee them. But, human endeavor to find the most effective deterrent against stress is still going on. It is so, because stress still remains the major affliction of modern life. Since its complete eradication is neither possible nor desirable, we can equip ourselves to manage stress positively.

Through trial and error modern man has found a unique stress buster knocking at the door of soul. When all outward sources of solace dry up it is but natural to look within, and to know, to understand the nature of the `self` and its requirements. This kind of mental orientation helps realize one`s inner potential and achieve personal growth. Spirituality, or knowing one`s `self`; the real purpose of life, and one`s relationship with the concept of God, is rapidly catching the imaginations of modern men.

Researcher main motive is to treat such young generation who are suffering with stress and adjustment problems throughspiritual counseling. This is the researcher's final hope for the research that this might help students to cope up with difficult circumstances in their life.

Keeping in account the above mentioned details researcher has taken two dependent variables i.e. level of stress and level of adjustment and single independent variable i.e. spiritual counseling for studying the impact of spiritual counseling on stress and adjustment level of college students.

Statement of the Problem:

"Does spiritual counseling affect stress and adjustment level of college students?"

Objectives:

1. To find out the stress & adjustment level of college students.
2. To develop a package of spiritual counseling for addressing stress & adjustment level of college students
3. To find out the efficacy of spiritual counseling on stress & adjustment level of college students.

Review of the literature

As previously described that there are two different dependent variables; i.e.level of stress and level of adjustment and single independent variable i.e. spiritual counseling.Researcher thinks, indirectly these studies will support this research topic. So here, some of them are being citedas follows:

Phillips (2000) -This study investigated the effects of spirituality and religious affiliation on the adjustment to college of African American students attending a predominantly White university. The effects, of gender were also studied. Participants were 115 undergraduate students, 53 males ,and 62 females. Each participant completed a demographic questionnaire, the Index of Core Spiritual Experiences (INSPIRIT), and the Student Adaptation to College Questionnaire (SACQ). Little research has been done that examines the effects of spirituality and its impact on African American student development. This study presents trends and contributions of spirituality and religious practices on the adjustment to college of African American students. Results indicated that spirituality has some effect on the level of college adjustment. The frequency of spiritual practices affects college adjustment and some religious affiliation helps in the overall adjustment to college. Gender differences were found with respect to the overall adjustment to college environment and academic adjustment. For both the African American male and female samples, higher levels of adjustment contributed to better academic success. There was little interactive effect relative to gender; however, females tended to have more involvement and attachment to institutional activities and programs than males. The findings of this study as they relate to the experimental hypotheses and research questions are presented.

DeStefano (2001) - This study compared adaptation to college for students receiving counseling at a university counseling center with adaptation by control counterparts. Students receiving counseling initially reported lower adaptation scores as measured by the Student Adaptation to College Questionnaire. After counseling, scores no longer

differentiated between the 2 groups. Results suggest that counseled students were affected positively by this experience.

Walker(2002) - This study examines spirituality and religious participation among African American and European American college students. Although the terms spirituality and religious participation have been used interchangeably in some research literature, this study measured them as two distinct constructs. Of particular interest was the relationship between these variables and academic performance. A questionnaire developed by the research team was administered to 192 (109 European American, 83 African American) college students. Findings were consistent with previous research suggesting that African Americans have higher levels of spiritual beliefs and religious participation than European Americans do. Correlation analyses suggested that spiritual beliefs and religious participation were positively related to academic performance for both groups; however, pattern of the relationship was different. Beliefs and participation were salient for African Americans, whereas participation was salient for European Americans. The study raises the important questions of how to incorporate spirituality into programming as well as treatment and interventions.

Boswell, (2006) - The goal of this study was to examine stress-ameliorating effects of religiosity, spirituality, and healthy lifestyle behaviors on the stressful relationship of chronic illness and the subjective physical well-being of 221 older adults. We also investigated whether the intervening variables functioned as coping behaviors and orientations or as adaptations in late life. Guided by the stress paradigm, path analysis was used to assess these relationships in a stress suppressor model and a distress deterrent model. No suppressor effects were found; however a number of distress deterrent relationships were detected. Spirituality, physical activities, and healthy diet all contributed to higher subjective physical well-being, as counter-balancing effects, in the distress deterrent model. The findings have implications for future research on the role of spirituality, religiosity and lifestyle behaviors on the well-being of chronically ill older adults. Findings also support the need for studying different dimensions of religiosity and

spirituality in an effort to understand coping versus adaptation in behaviors and orientations.

Bryant, (2007) -This study examined the effects of involvement in campus-based religious organizations on first-year students' adjustment and development. Longitudinal data derived from the 2001 Your First College Year (YFCY) survey suggest religious organizations attract conservative-leaning students with a history of religious engagement. Further, involvement in religious organizations during the first year of college does *not* preclude students becoming more culturally aware nor preclude students establishing emotionally beneficial friendship networks. Such involvement is associated with students becoming more spiritually confident and committed. Conversely, involvement in religious organizations bears little relationship to first-year academic success.

Powers (2007) - Recent research has explored many aspects of affective well-being, including depressive symptoms, positive and negative affect. The present study sought to contribute to this line of inquiry by investigating the role of life stress, spiritual life integration (SLI), and social justice commitment (SJC) in predicting affective well-being. Participants were 136 undergraduate students with a mean age of 18.82 (SD = 1.07), and age range of 17-22. Participants completed a questionnaire packet including the Undergraduate Stress Questionnaire (USQ), Beck Depression Inventory (BDI), Positive and Negative Affect Scale (PANAS), and Spiritual Involvement Scale which includes SLI and SJC subscales. In line with previous findings, life stress significantly predicted negative affect and depressive symptoms in hierarchical regression analyses. Contrary to previous research, SLI did not predict any aspect of affective well-being. Finally, SJC significantly predicted positive affect, negative affect, and depressive symptoms.

Melissa (2007) -The current literature has emphasized the prominent impact of stress on the lives adolescents and the need for counselors to implement stress management and

coping programs. The purpose of this study was to determine whether or not psycho-educational group counseling in the school relieves stress among adolescent students identified as experiencing excessive stress. This study also examined gender differences in the severity and types of stress and response to the counseling intervention. Two separate groups (male and female) of 6-8 sixth grade students participated in ten weeks of structured group counseling that took place during the school day and focused on stress and coping. The results indicated that group counseling does indeed reduce stress among adolescents of both genders, although there were some gender differences in the character of response. The study also found that there was no major difference in the total amount of stress symptoms reported by males and females, although there were gender differences in specific types of stress symptoms reported. Thus, psycho-educational group counseling conducted in the school setting appears to be a useful intervention for reducing stress among adolescent students. Male and female students do show some differences in the quality of stress reported and in the response to counseling.

Maria Chong Abdullah, (2009) - Based on the adjustment model by Baker and Siryk (1984), this study aimed to explore college adjustment processes experienced by 250 first year university students who were attending various undergraduate programmers in a Malaysian public university. In addition it examined the role of gender in college adjustment and the impact of college adjustment on students' academic achievement. The study employed a correlation design and data was analyzed using descriptive and inferential statistics to address the research objectives. Findings from this study showed that students' overall adjustment was at a moderate level and male students were found to be better adjusted compared to female students. Results indicated that throughout a period of one semester, students' academic achievement was found to be significantly predicted by college overall adjustment, academic adjustment, and personal-emotional adjustment.

Welsh, (2009) - This research focused on the impacts of personal counseling on stress, academic success, and retention in a community college setting. This mixed methods study utilized a pre-experimental design, using pre- and post-tests to measure the level of

stress of students, academic success, and retention at the beginning of receiving on-campus personal counseling services, and again after six to eight sessions. The study also used the phenomenology research design to explore the research questions, "How does receiving personal counseling services impact the level of stress, and students' academic success, in a community college?" and, "What are the stressors in students' lives that impact academic success and retention in the community college setting?" The investigator used convenience sampling by having counselors recruit participants to obtain a sample size of 10 participants for quantitative, and five for qualitative. The investigator used a demographic questionnaire, the Cohen Perceived Stress Scale, and face-to-face tape-recorded interviews conducted in private rooms on campus to collect data. The findings indicated that there was a significant decrease in participants' perceived stress after attending six to eight sessions of personal counseling. This study found that overall participants felt that stress had a significant negative impact on academic success. Also, participants felt that personal counseling reduced stress, and had a significant positive impact on academic success. The implications for social work are that this study provided evidence that stress is a significant obstacle for students wishing to further their education through community college, and that personal counseling can be effective in reducing stress and improving academic success.

Crystal J. Cox, (2011) - The current thesis seeks to extend the body of research on spirituality by directly examining its relationship to stress and college academic performance using both qualitative and quantitative approaches. Research shows the stress is prevalent among college students for hosts of reasons and that stress has an impact on their academic performance and college retention. Poor performance and low retention not only stunt students' intellectual and economic potential, but reflects poorly on universities. Spirituality is a resilient and controversial variable that has evidenced an ability to help people better cope with stress. It is also related to several other positive psycho-social variables; however, the literature concerning its relationship with academic performance is narrow and inconsistent. 100 students were surveyed, and ten of which were also interviewed, who attend three distinct universities in the Midwest. Students were given a Demographic Questionnaire and the Daily Spiritual Experience Scale, as

well as asked question about their relationship with God and their academic achievement. Result showed that though there were no significant correlations between stress and academic performance or stress and spirituality, that there were multiple factors that predicted academic success including demographic variables, religious denomination, and satisfaction with current grades. Findings are discussed in terms of better understanding the salutary effects of spirituality and the impact spiritually-based coping could have on student achievement and universities success. This research effort is dedicated to my grandmother, Shirley C. Marshall, who is no longer with us. If it had not been for her prayers, guidance, and faith in my abilities this research would not exist. It is impossible to separate her influence from this thesis project. I thank her for shaping my spirituality, which has been an invaluable asset in my personal and academic life.

Berg, (2011) - Presents empirical data showing the relationship between combat-related posttraumatic stress disorder (PTSD), depression and spiritual distress. Uses spiritual injury scale to measure distress; scale measures guilt, anger or resentment, sadness/grief, lack of meaning, feeling God/life has treated one unfairly, religious doubt, and fear of death. Shows high association between spiritual injuries and both PTSD and depression. Also finds inverse relationship between intrinsic religious faith and these two diagnostic categories. An inverse relationship also exists between religious faith as measured by regular worship with a faith community and both depression and PTSD.

Above researches in the field of spiritual counseling, stress and adjustment. These strongly support this research topic in both ways: directly or indirectly.

Variables:

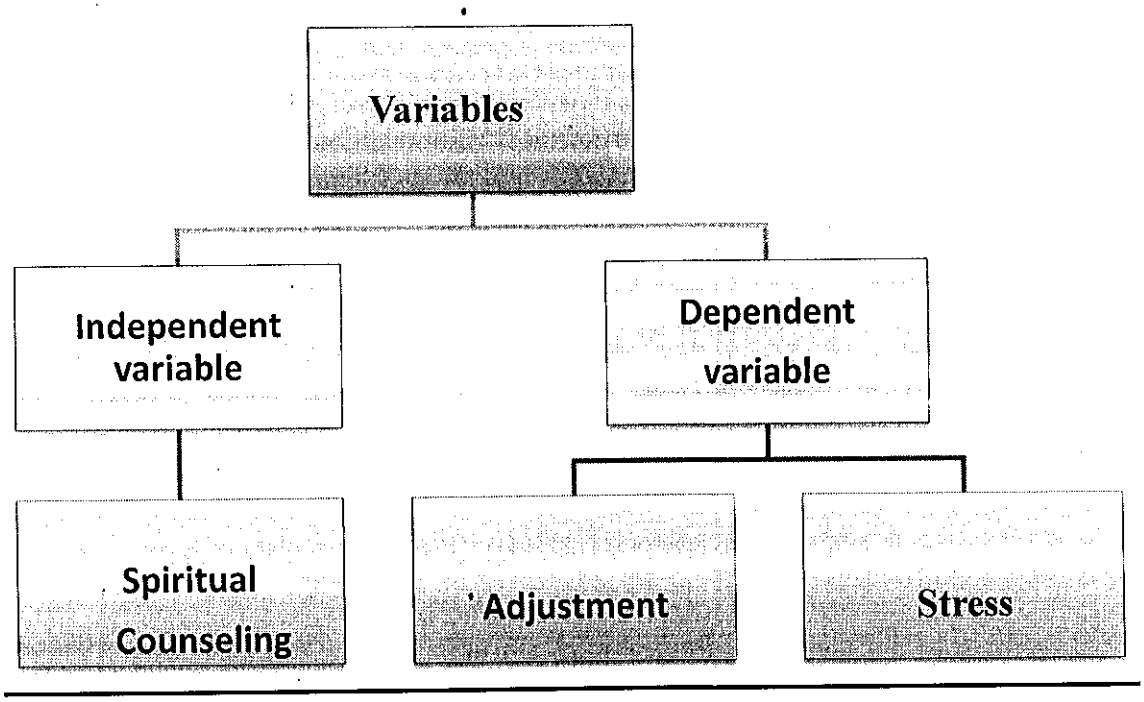
The identified variables for investigation are as fellows:

Dependent variable

1. Self Adjustment and Peer group Adjustment
2. Stress

Independent variable

1. Spiritual Counseling (Motivational and spiritual Audio of Amritvaniby Pt. Shriram Sharma Acharya.)



Research Hypothesis: Considering the review of literature on the present topic the following tentative hypothesis is formed.

- Spiritual counseling reduces the stress level of male college students.
- Spiritual counseling reduces the stress level offemale college students.
- Spiritual counseling increases the adjustment level of malecollege students.
- Spiritual counseling increases the adjustment level offemale college students.
- Spiritual counseling increases the self-adjustment level of malecollege students.
- Spiritual counseling increases the self-adjustment level offemale college students.
- Spiritual counseling increases the peer group adjustment level ofmale college students.
- Spiritual counseling increases the peer group adjustment level of female college students

Sample & Data collection: The entire sample will be consisted of 150 subjects equally divided into boys & girls. The entire subject will be college students they will be selected from colleges of Hardwar. Quota sampling will be used in this research.

Inclusion &Exclusion criteria: Few points are being mentioned below which are need to be considered as inclusion/ exclusion criteria:

1. Only those subjects will be included in the sample whose age limit will fall under 18-22 yrs, or will have enrolled in first year in college or undergraduate.
2. Those students who do not know anything about Pt. Shri Ram Sharma Acharya, who is founder of Shantikunj (An Ashram) in Hardwar, will be included. As a spiritual counseling, Amritvani (lecture) given by Acharya Shri will be used in this research on the relevant topic.

3. Additionally, respondents were excluded from analysis if they indicated that they are using medication for mental health concerns, or they are counseling with mental health practitioner for mental health problems.

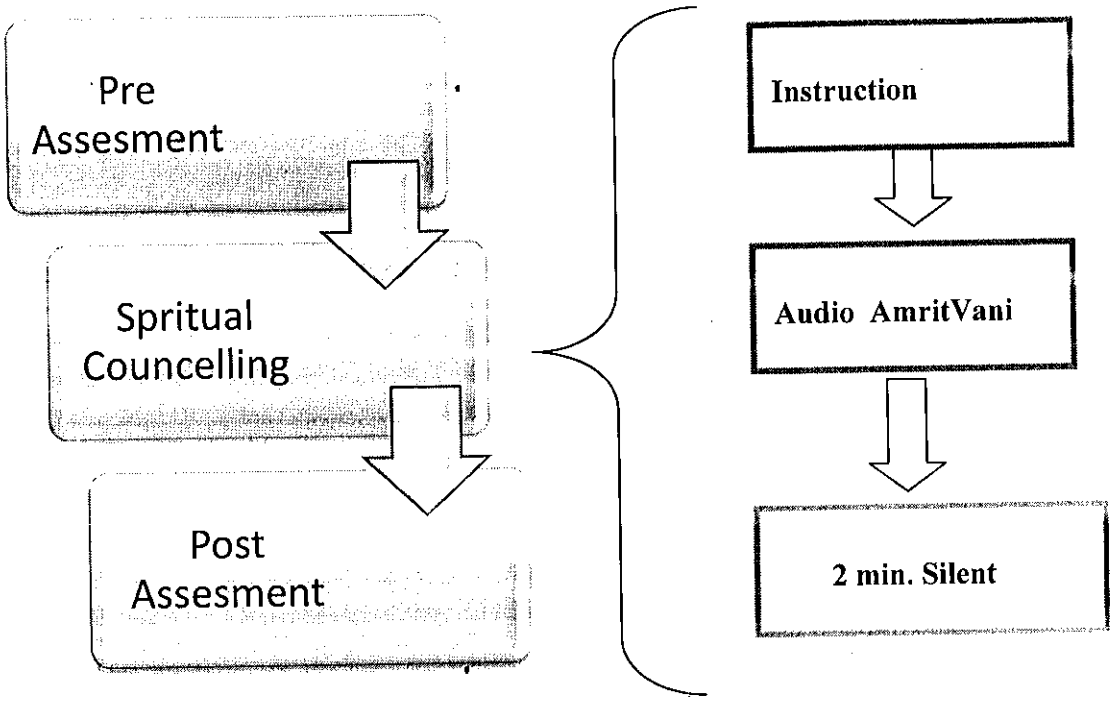
Procedure:-

First of all, sample will be selected from different colleges of Haridwar /C.G. state through quota sampling. Selected subjects must have these characteristics:
1. Age range – 18to22 years 2.education qualification – first year students of graduation 3.either male or female. Sample size would be 150.

Then, the dependent variables (stress & adjustment) will be measured by applyingP.S.S. & adolescent adjustment scale on the selected subjects. Sample will be dived into three groups –a) 1st experimental group (25 girls + 25 boys), b) - 2nd experimental group (25 girls + 25 boys) &c) 3rd control group (25 girls + 25 boys) .
After that, therapeutic intervention will be exposed 20 days & 45 days for 1st Exp. group &2nd Exp. Group exp. Group respectively. No intervention will be provided to control group. Then, again dependent variables will be measured after intervention in the end,
Pre test scores & post test score will be analyzed through ANOVA test & will be tested the hypothesis of this research.

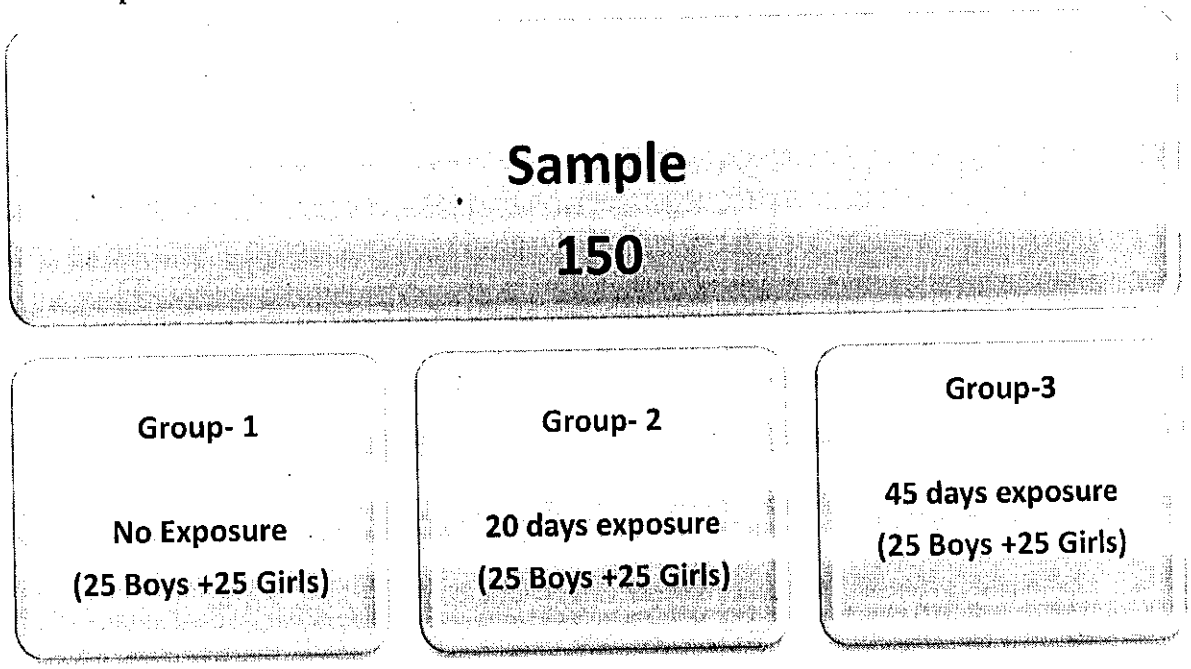
Intervention protocol –As the therapeutic intervention, spiritual counseling will be provided to the subjects of experimental group. Actually, spiritual counseling, the lecture (Amritvany) given by Pt. Shri Ram Sharma Acharya will be used in audio form. Audio C.Ds. will be played and subjects will listen the spiritual thought. Before play the audio, some instructions will be given to the subjects which are as follows:

1. Sit relax physically and conscious mentally.
2. Close your eyes and concentrate on your breathings.
3. Listen carefully this audio that is being played and contemplate on it.
4. If it gives a solution of your problem then try to apply in your life.
5. Now open your eyes slowly and think deeply (being silent) on listened thoughts for two minutes.



Research design: In the present research study researcher used pre-post experimental control group design.

Research plan:



Tools: For measuring level of adjustment and stress two separate scale will be used.

Adolescent Adjustment Scale: Adolescent Adjustment Scale: developed by SmtRaginiDubey. It has 80 items, in which 40 statements indicate self-adjustment and other 40 indicates to the peer – group adjustment. In whole scale 50% statement are positive and 50% are negative. The scale is standardizes on 830 boys and 750 girls of 8 high school and 6 degree colleges. The age ranges vary from 13 years to 22 years. The test retest reliability is 0.68 and split half reliability is 0.62. The validity after compare with of SIA Dev is 0.52 and Sinha Adjustment Inventory is 0.49. The face validity is 0.62.

Perceived Stress Scale: The Perceived Stress Scale (PSS) (Cohen, Kamarck, &Mermelstein, 1983) is the most widely used psychological mechanism for assessing

perceptual stress, measuring the degree to which circumstances in one's life are judged as stressful (Cohen, 2006). Specific items were developed to extract the degree to which respondents perceive their lives as uncertain, uncontrollable and overburdened. The PSS has been created in 4-, 10- and 14-item versions. The Version 10, PSS-10 is an easily administered assessment of the function of nonspecific measured stress in behavioral disorders as well as an effective outcome measure of experiential levels of stress. It is based on a 4-point Likert scale from 0 *(Never)* to 4 *(Very Often)* and scores are obtained by reversing the scores *(e.g.,* 0=4,1=3,2=2, *etc.)* on the four positive items *(i.e.,* item numbers 4,5,7, 8), and then calculating the sum total of the 10 items (Cohen, Kamarck, &Mermelstein, 1983). Higher PSS scores denote higher perceived stress levels. This scale has been found to be a substantially reliable measurement tool *(i.e.,* coefficient reliability = .84, 0.85, 0.86, in three test samples) with high internal reliability (a = 0.78) and acceptable evidence of validity. Recently, the PSS-10 was updated psychometrically, with findings that reiterated its validity and reliability for investigation of perceived stress in college students (Roberti, Harrington, &Storch, 2006)

Statistical analysis: The raw data will be obtained by using respective manuals of the tools used and further analysis will be computed with help of statistical techniques using **Onaway ANOVA.**

Results: In this section, obtained results through statistical analysis will be shown as table & graphs.

Discussion & Interpretation: In this section, results will be discussed & interpreted under the light of review of literatures and drawn out some conclusion.

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